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DEPARTMENT OF MINES AND RESOURCES

Honourable J. A. Glen,  
Minister.

INDIAN SCHOOL BULLETIN

Issued by the Welfare and Training Service

INDIAN AFFAIRS BRANCH

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1 January, 1948.

If you plan for one year, there  
is nothing better than to grow grain;  
if you plan for ten years, there is  
nothing better than to plant trees;  
if you plan for a lifetime, there is  
nothing better than to educate men.

- An unknown Chinese  
Philosopher, 500 B.C.

Note:

These bulletins are for retention on file.  
They are NOT to be removed from schools by teachers.  
Indian Agents will check in their periodical visits  
to schools, to ensure that these bulletins are kept  
in the classrooms.

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Responsibility for good government under any democratic form of organization rests upon all, and the school should give preparation for the political life of tomorrow by training its pupils to meet responsibilities, developing initiative, awakening social insight and causing each to shoulder a fair share of the government of the school.

- Dr. E. P. Cubberley.

Address all contributions to:

The Indian School Bulletin  
Indian Affairs Branch,  
Department of Mines and Resources,  
Ottawa, Ontario.

Letters need not be stamped but should have O H M S in the top right hand corner.



PART I

SCHOOL ADMINISTRATION

# 24

CONTRIBUTIONS TO THE BULLETIN FROM PRINCIPALS and TEACHERS

As the issues of the Bulletin reach across the miles to our far-flung system of day and residential schools, more teachers and principals are coming to feel that they are a part of an organization and not just isolated individuals. A day school teacher on a lonely Indian reserve in northern British Columbia often feels alone and unaided as she daily faces a great variety of problems. Yet at another school in the Yukon or in northern Manitoba, other Indian school teachers face similar sets of problems.

In a provincial system of education, inspectors and supervisors can visit schools often and can be of great help to teachers. In most of our schools, this is not possible for they are often located on the very fringes of civilization. Therefore we do try to bring, through the pages of the Bulletin, some assistance to our teachers and an indication of Departmental policy in the field of education. We wish to thank the many teachers and principals who have written in, expressing their appreciation for the help given them by our little magazine. Several have suggested that it be published monthly. If it were not for a shortage of staff, this would be done.

However, we have long felt that we should receive more contributions from our teachers and principals. Many of them have long and valuable records of service in teaching Indians and should be able to hand on much valuable advice to our other teachers. We actually have a few teachers with over thirty years' experience in our schools.

This, then, is an invitation to all our teachers and principals to send in contributions to the Indian School Bulletin. It is suggested that these contributions should be in one of the following fields:

- (1) My Favorite Lesson.
- (2) How I teach my Pupils \_\_\_\_\_ (insert name of subject)
- (3) Seatwork Suggestions.
- (4) How I made my Classroom Attractive.
- (5) Articles on Teaching Techniques, Improvements to School Grounds, Adult Education, Visual Education, etc.

As an incentive to teachers and principals, the Department offers a choice of the following school supplies for each article published:

- (1) A selection of twenty-five library books for the school library.
- (2) A repeater Duplicator, complete with metal stand, suction cup feet, two duplicating surfaces, bottle of ink, four pencils, 12 sheets repeater carbon paper, sponge and aligner.

For the best article published in this academic year we will donate to the school library one set of the Books of Knowledge or one set of the Grolier Encyclopedia.

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# 25 FAMILY ALLOWANCES - RESIDENTIAL SCHOOL PUPILS

By the time this issue reaches you, all Indian Agents and Residential School Principals will have received Departmental Circular Letter No. 42, dated 5th December, 1947, explaining the purpose and use of Form 41, (a Family Allowance form used to report Admissions and Discharges at Residential Schools to the Indian Agent and Regional Director of Family Allowances).

The co-operation of Residential School Principals and Indian Agents is earnestly requested in completing and forwarding this form as accurately and promptly as possible.

# 26 EXTRA-CURRICULAR ACTIVITIES - HOW TO ORGANIZE A STUDENT COUNCIL.

(While this article is primarily intended for residential schools, it is also applicable to our larger day schools).

Today, education aims at preparing for life, which in turn implies participation in life. Our schools must consequently prepare their Indian pupils by having them participate in living. To do is to learn. Let us try, then, to develop responsibility.

It is evident that to develop responsibility, pupils must be given responsibility. If pupils are to learn to participate in the activities of life, now and in the future, and to do so intelligently, they must be given the opportunity for actual participation under wise guidance. Canada is a democracy. If our pupils are to be trained to function in this democracy, they must be given an opportunity to participate in a democratic form of life.

Some of our Indian residential schools have organized student bodies and have not had satisfactory results. The usual result of an unhappy experience with a council is an unexpressed or expressed final word attitude of: 'It may work somewhere else but it won't work in my school'. It is reasonable to believe that if the plan is successful in one school, it should be successful in another school which is similar and most schools are similar. In one way the handling of the participation idea is like the handling of an automobile; the car may be driven through a plate-glass store window by one driver but safely down the street by another. Yet it is a rare occasion when the first driver would blame the automobile itself or the plate-glass window for being in that particular spot. In student council affairs, the administrators and teachers who take the attitude indicated above, apparently do not recognize how thoroughly illogical it is; nor do they recognize that such an attitude only reflects their own ignorance or mistakes.

"Like an automobile, a council must be properly designed and equipped, but just as important, it must be properly started and kept going".

THE OBJECTIVES OF STUDENT PARTICIPATION

As previously pointed out, it is today widely recognized and accepted that the primary function of the school is to "turn out good citizens". If the primary function of the school is to develop good citizenship, then the primary function of any and all of its parts is to assist in this development. Hence, assisting in the development of good citizenship is the primary function of the student council plan.

Good citizenship is composed of elements which must be produced and articulated. Among the most important of these are

1. A knowledge of the Theory of Democracy.

The council represents an excellent device through which important knowledge of democracy can be made meaningful, colourful and vital.



2. Sentiments of Law and Order.

Through the Council, the Principal and his staff can functionally develop in their students a thoughtful respect for law and order.

3. Intelligent Respect for Authority.

When a pupil recognizes himself as a part of the school's democracy instead of an isolated individual, his obedience to the rules of his governing body will tend to be all the more complete, because he appreciates the necessity for such rules for the good of the school as a whole.

4. Increasing Self-Direction.

Through student self-government, the pupil becomes increasingly self-directive, irrespective of whether he is a member of the central body or only of the general organization that sponsors and supports it.

5. Intelligent Leadership and Followership.

The Council idea provides natural settings for training in both leadership and followership.

6. Co-operation

In the non-academic setting of the council, the teacher is no longer a task-setter, nor the student a task-doer; rather they work together for the common good, the students furnishing the drive, the student contacts, and the exertion, the teacher providing the experience, the administrative contacts, and the judgment.

It must not be assumed from the above that the student council offers the one and only medium through which good citizenship can be and is developed. Other school and out-of-school settings also contribute to this training and should continue to do so in an increasingly effective manner. But educators today believe that such a group properly organized and supervised offers the best of these opportunities because its objectives are educationally justifiable and its methods and procedures are psychologically sound.

Plans for organizing the Council

The size of the school and other local conditions will affect the type of organization to be used. In the small schools there may be a boy and a girl selected from each home-room to form the governing body. In a school where two from each room would make the council too large, some other form may better be used. The chief representation in an eight-grade elementary school should come from the sixth, seventh and eighth grades.

Before a council is formed there are two very essential steps that must be taken,

- (a) The Principal and staff must study the concept of participation and be convinced of its usefulness. Because of lack of opportunity, many teachers have never had any experience with a student council. They must then make an effort to learn about it. This education should deal with the ideals, objectives, implications, details of organization and evaluation.
- (b) The students should study participation. A group of natural leaders should be called together and led by the sponsor of the student council, learn about participation. These meetings should be open and informal discussions.

### The Sponsor of the Student Council

When the principal selects the teacher who will sponsor the student council, he is making a decision which will deeply affect the future outcome of this new organization. The principal should seldom if ever sponsor a council, for he is liable to impose his will. Pupils will be liable to accept and even guess the principal's desires without using their own judgment to formulate their own conclusions.

The teacher in charge will have to be one who will not autocratically insist on imposing his will upon the members of the organization. He should use the power of suggestion and remain in the background. He should be a person of great tact who is respected by the pupils. He will have to guide the pupils to think for themselves for it is not blind obedience that is wanted but intelligent obedience.

By wise instruction and definite limitation the sponsor must keep control. His is the only negative vote. In other words, all acts of the council, unless vetoed by the sponsor, are approved by him. Therefore he should have a sympathetic understanding of children and of school needs; he should be a good judge of pupil personnel; he should know much about parliamentary procedure but see that the procedure followed is not so technical as to stunt the initiative of the members; and he should be in close contact with all school activities. Finally he should be able to secure the co-operation of other teachers. In him the principal must confide his policies for upon the shoulders of the sponsor rests the success of the council.

(In the second and concluding article the following points will be dealt with:

1. Meetings of the Council,
2. The Council in Action,
3. Order of Business,
4. Duties of the President,
5. Duties of the Secretary,
6. Supervision,
7. Insignia)

### # 27 HOSPITAL SCHOOLS

The Indian Affairs Branch today conducts schools in the following hospitals operated by the Indian Health Services:

Miller Bay Indian Hospital, Miller Bay, Prince Rupert, B. C.  
Nanaimo Indian Hospital, Nanaimo, B. C.  
Coqualeetza Indian Hospital, Sardis, B. C.  
Charles Camsell Indian Hospital, Edmonton, Alberta,  
Dynevour Indian Hospital, Selkirk, Manitoba.  
Clearwater Lake Indian Hospital, The Pas, Manitoba.  
Brandon Indian Hospital, Brandon, Manitoba.

Principals of residential schools and teachers of day schools who have pupils admitted to these hospitals should send the report cards of such students to the superintendents of the hospitals concerned. This will enable the teacher at the hospital school to plan the work of the pupil so that as little time as possible will be lost.

The Indian Health Services have recently instructed the superintendents of Indian hospitals that in the event of it being necessary to transfer a child from one hospital to another, the Indian Agent or the Residential School Principal should be notified. These officials can then in turn inform the Indian parents of the transfer.



# 28 A CALENDAR OF SCHOOL ACTIVITIES

This article is based on an idea from the Reverend Father J. R. Oliver, S.J., Principal of the Spanish Residential School. When Father Oliver sent his school calendar in, he did so as a matter of courtesy. However, we felt that it could be of interest to all our day and residential schools. So we wrote Father Oliver for his permission to reproduce it in part.

Here are a few extracts which will serve to illustrate how the calendar of activities is planned:

November, 1947

- 24 Monday Class, Senior Dramatics "Princess and the Woodcutter"
- 25 Tuesday Class, Debate - Boys vs Girls
- 26 Wednesday Class, Touch Rugby Finals
- 27 Thursday Senior Holiday
- 28 Friday Class, Monthly Tests
- 29 Saturday Class, Jamboree.

February, 1948

- 17 Tuesday Class, Boxing Tournament
- 23 Monday Class, Senior Dramatics "Scenes from Julius Caesar"
- 24 Tuesday Class, Monthly Tests

This calendar, of course, covers every day of the academic year. It is mimeographed and widely distributed. As Father Oliver explains it: "The calendar fulfills a very useful purpose since plays, examinations and sports events are set beforehand and those in charge of them have a dead line to make. At the worst the date is delayed. Even when a full programme in any of the three lines cannot be arranged for, the date always brings an activity of some kind. For the most part every date is kept. Our juniors above all profit by the calendar for they never do well if they just prepare for something with no set date and a "when we get it ready" attitude.

Father Oliver will gladly furnish further information to any who wish to write him at the Indian Residential School, Spanish, Ontario.

We would like to outline a few more projects which are operating successfully at this school. One is a Club for the senior Boys. This club is their special prerogative. It is open nightly from 9 P.M. to 10 P.M. There they can play bridge, checkers, and other games, read the newspapers and magazines, listen to the radio and discuss the weighty problems of the world. They also publish a monthly bulletin of school activities.

Extra-curricular activities include dramatics, debating and social functions. In athletics, leagues are conducted in baseball, softball, touch rugby, basketball, ice hockey, and soccer. Outside teams are also played in these sports. A boxing tournament is held monthly. A Track and Field Meet is held annually. There are three leagues for the juniors, intermediates and seniors. The four teams of each league are Red Wings, Black Hawks, Canadiens and Maple Leafs.

In scholastic achievements, this school has a similar fine record. Last year there was an entrance class of eighteen boys and sixteen girls. This year there are twenty-three boys and nine girls in grade eight. Due to its relatively isolated position with relation to a provincial high school, Spanish also conducts high school classes with twenty-seven boys and twenty-nine girls in attendance.

# 29 A REMINDER ON REQUISITIONS FOR SCHOOL SUPPLIES

We wish to again impress upon our principals and teachers the importance of preparing their requisitions for school supplies in accordance

with the instructions contained in the Indian School Bulletin, No. 2, Vol. 2, 1st November, 1947, Page 4, Item #17, "Residential and Day School Requisitions". Note particularly the "Scale of Issue".

It is especially important that where there are two or more classrooms in any school the principal shall consolidate the needs of all rooms in one requisition form (I.A. 413) or on one Standard Order Form (detachable from the above Bulletin) as the case may be. Note that the Standard Order Form is required in duplicate.

## PART II: TEACHING METHODS

### 30 READING CHARTS

(based on an article in "Indian Education")

Many of us can recall a story of our childhood which told us how the birds learned to build their nests. The first bird listened to a very small part of the directions that were given, then exclaimed, "Oh, I see" and flew away. Thereafter, her nest was built in a crude fashion based on the limited directions to which she had listened. So it was with most of the birds. They listened to a part, but did not wait for the whole story. Consequently, their nests were inferior.

The parable of the birds is repeated oftentimes by teachers of reading. A new idea is advocated, or a new name for an old idea is coined and some seize upon it as the whole story. This happened when the term "experience reading" was first used.

Making use of experience reading is sound method providing it is used to accomplish the purposes for which it is intended. It is poor method when it is used as the only way for developing reading skills with all children.

In the teaching of reading, method is secondary to child development. Development is dependent upon experiences, actual and vicarious. Concepts and ideas are developed through experiences. A background of experiences must precede the development of both oral and written language.

Oral language precedes reading. Children must be able to see the relationship of ideas and they must be able to express them in oral language before they are expected to handle those same ideas in written form. This calls for much oral expression in the teaching of beginners.

Following oral expression, teachers and students often make charts which serve as written record of particular experiences. In brief this outlines the psychology behind and the steps leading to the making of an experience chart. From such a chart the following values may be derived:

1. Social. The children work as a group with the teacher in composing the chart. There is a free exchange of ideas in which certain social habits such as consideration for others, tolerance or other viewpoints, politeness, taking turns, etc., can become desirable outcomes.
2. Oral Language. In recording their common experiences the children experiment with ideas in order to say them in the best possible way. This provokes oral discussions. Ideas are critically evaluated. New ways of expressing ideas as well as vocabulary are developed.
3. Interest in Reading. Although the child has not learned to recognize written words as symbols for his concepts, he sees that what he says can be written. Incidentally he becomes interested in such symbols, and begins to ask what "this says" under a picture or what "that says" on the bulletin board.



4. Reading Mechanics. In the initial stage of reading, children must be taught to follow a line from left to right, and to make the return eye sweep one line of print to the next. As the children watch the teacher record their expressions on the chart they begin to acquire a feeling for left to right progression.

Before a child is ready to read he must be able to recognize likenesses and differences. As the teacher prints the words she may call attention to how words are similar and different. In this way she can develop incidentally certain reading skills. Some children will begin to recognize words that appear frequently in a chart and thus learn to recognize the word. However, it must be borne in mind that such recognition is merely incidental. Only a very few of the most exceptional children will gain all of the skills of recognition necessary in order to read, from experience charts. Experiences are varied. Therefore, vocabulary to express such experiences must be varied. Much of the vocabulary used in one day's chart will probably not be repeated in the next chart. Consequently vocabulary is introduced at such a rapid rate that only the exceptional child can keep the pace. The teacher can control the vocabulary to some extent, but the control necessary for adequate repetition demands skill and time that the average teacher cannot devote to it. In addition, expression is stilted by too much control. Experience charts aid in the development of skills of recognition, but they should not be used as the only means of building such skills.

5. Comprehension. The complaint is made over and over, "My children can read but they do not understand what they read. What is the matter?" The answer usually is ---your children have acquired the mechanics of reading without realizing that printed words are merely symbols used to call up concepts. They really are not reading. They are just calling words. The use of experience charts shows the child, even before he has acquired the mechanics of reading, that printed words are used to say in writing what he says orally. It develops reading for meaning, because from the very beginning the child learns to associate words with meaning.

Experience charts are valuable then in building interest in reading, in laying the foundation for certain reading mechanics that will be stressed later, in developing social habits, and in developing comprehension. Experience charts are indispensable in developing reading readiness, but they cannot be used to teach all children to read. They are an essential part, but not the whole story.

### 31 TWO-PITCH - A GAME FOR THE ONE-ROOM SCHOOL.

"Two-Pitch" is a variation of softball that is useful for the small school where there are not enough pupils for full softball teams. It also provides good batting practice for the more expert ballplayers at the larger schools. A 5-inning game can be played in half an hour, whereas only 2 innings of conventional softball could be played in that time. This makes it ideal for lunch hour games. Girls especially enjoy this game and it can easily be played with mixed teams.

The rules are the same as for softball but for three variations,

- (1) Each batter is allowed only two pitches.
- (2) If the batter fails to make a fair hit and reach first base without additional pitches, he is out. (Note: A foul ball counts as one of the two pitches and the batter can afford to let only one pitch go by.)
- (3) In order to make the above rules fair to the batter, the pitcher is replaced by a member of the batter's own team. The original pitcher may remain in the infield to act as a fielder only. Naturally, the substitute pitcher just "lobs" them over to his team-mate to enable him to get an easy hit. The result is quite a batting spree, but because the batter cannot be too "choosy",

many of these hits result in easy outs and the sides are quickly retired.

These rules result in a great deal more activity in "two-pitch" than in conventional softball. It will be found ideal for house leagues in both day and residential schools.

### 32    FOURTH NATIONAL HEALTH WEEK    -    FEBRUARY 1 - 7, 1948.

The Health League of Canada has announced that the Fourth National Health Week will be held February 1 - 7, 1948. During the past three years there has been such widespread and cordial co-operation in promoting this plan that the message of "Good Health for all Canadians" has been felt from coast to coast.

It is suggested that all Indian schools plan appropriate programmes for this week. Some schools have, in the past, held health concerts using material found in such magazines as the Junior Red Cross. Other schools spend the first quarter hour of each day during this week by having such activities as health quizzes, health spelling bees, health playlets, etc.

Where at all possible teachers should arrange to have a nurse from the Indian Health Services visit the school and give a demonstration talk to the children. If you have not ordered the excellent health posters from the Department of National Health and Welfare (listed in last year's issue of the Bulletin) now is a good time to do so.

### 33    THE VALUE OF CRAYONS IN PRIMARY GRADES

(This article is by a former Nova Scotia teacher, Miss Catherine F. Roy, now Art Instructor, Y. W. C. A. Triangle, Tampa, Florida. It appeared in the November issue of "The School" magazine and is reproduced here by kind permission of Miss Roy and the editor of "The School".)

Crayons as a medium of color have been neglected in recent years, although they can be of great assistance in promoting an interest in art among the pupils of grade schools. Because they are easy to handle, crayons lend themselves admirably to the acquisition of skill in both color and form in such branches of art as still life, outdoor and classroom memory sketching.

The secret of successful crayon technique is the heavy all-over application of their clear, brilliant color, combined with black crayon for accent. Black crayon, used, for instance, in outlining objects, together with the back line of the table top on which the still life group is placed, gives strength and solidity to the beginner's composition.

#### Still Life

For the five-to-seven year old groups, to whom color is the most important phase of art instruction, select one brilliantly colored object --- for example, a small green plant in a gaily striped Mexican pot. Young children tire easily and lose interest; a variety of simple problems, therefore, each of which can be finished in a short drawing period, will be more stimulating than a larger project which might take up several lessons.

Confine the crayons to black, the three primary colors and three binary colors---yellow, red, blue; orange, green and violet. The use of the "warm" colors in coloring the object, and the "cool" colors in the background balance the color distribution. Encourage simplicity and leave the rest to the child's lively imagination.

When considering objects for a composition for the seven-to-eleven year groups, choose bulky objects of graduated size and simple



contours---such related and familiar items as kitchen utensils, tools, toys, vegetables or fruit. Ask for the pupils' suggestions in the grouping of the objects for composition; they are to be placed on a table below eye level. Use a screen to intensify a strong play of light and dark and to bring out the crisp highlights on polished surfaces.

To discourage the children's tendency to minute drawing, they should be instructed to block in the composition on large size drawing paper; impress them with the importance of filling the space with free swinging strokes, avoiding unnecessary details. Many children intuitively feel balance and possess a strong color sense, but if the art instructor notices that a pupil is discouraged with his efforts, he may restore self-confidence by a little judicious direction.

In order to avoid a too even division of space in the composition, and for good balance, suggest that the heaviest object, either in weight or color, and the black line of the table top be drawn off centre. Remind the pupils that the nearest objects are strongest in tone, and by holding a pencil at arm's length, demonstrate the means of determining the comparative proportions of the objects.

After the objects have been colored with a dark and light side for modelling, leaving the crisp highlights open, have the pupils consider the treatment of the background. Emphasize that this should not detract from the objects. A perpendicular wide stroke in two related colors, often over the ribbed side of corrugated cardboard or any rough surface, will suggest a straight fold drapery; or an imaginary window with a distant view may be sketched in.

A horizontal stroke is best for the table top; some pupils may recognize and draw in, in violet, the shadows cast by the objects on the table and background.

For the older group, provide a larger assortment of colored crayons; they will enjoy using such varied hues as yellow-orange, red-orange, red-violet, blue-violet, blue-green and yellow-green. An example in color harmony may be---yellow, yellow-orange, orange and red-orange accented in black, with a complementary color---blue violet---used in the background.

Encourage the pupils to experiment in techniques; the use of short crayon ends used broadside in a swinging stroke is only one of the many methods of handling crayons which will give interesting effects.

As a change from white or cream manilla drawing paper, have the pupils use light gray with the still life composition blocked in in outlines of black, a brilliant colored crayon and white tempera paint.

#### Classroom Memory Work

The problem of memory work may be presented to the class having them make illustrations. Ask the pupils to suggest subjects familiar in their everyday lives: the swimming pool, the skating rink, fishing, the movies, our postman, rain on our street, the candy peddler, the vegetable cart, a visit to the doctor, and so on. The teacher should not be discouraged if the majority of the drawings are poor; a few good ones fresh in ideas and high humor will delight the class.

#### Outdoor Sketching

Any teacher who escorts a small group of children on a neighborhood sketching trip, will have many a laugh. Allow the children to pick out their own location, and to carry on from there unaided.

The children will soon realize that by using a strong black crayon outline and then blocking in color, they will avoid confusion in

sketching, if they are doing, for example, a block of old buildings. Looking through a small open cardboard frame is an excellent means of confining the view.

Houses leaning to windward, broken-down chimneys belching smoke, birds dancing on roof tops and telephone wires cause much merriment, and if the results are far removed from prescribed art, what matter? The children love what they have done, and in their own eyes they have created masterpieces.

Encourage your pupils by displaying their art work regardless of merit, as each project is finished. When a child fails to get a deep enjoyment from creative accomplishment, either the subject of the lesson was ill-prepared or the teacher treated it as just another routine period instead of as the most exciting one of the day.

The charm in children's art lies in their courageous approach and in their brilliant coloring. Uninhibited by the stuffy theories of past schools of thought, their personalities blossom forth in individual creative efforts and free expression. When child art ceases to be fun, it is of no value.

### 34 WERE YOU EVER A CHILD?

(Adapted from an article in "Indian Education",  
the magazine of the United States Indian Service)

Most of us are exposed continuously to two kinds of education at the same time. We are conscious of our formal education -- which comes to us through schools, churches, and other organized agencies which designate their influence upon us as education. We are not so conscious of the effects of living with a family, participating as members of a community, working with others, and learning through observation and imitation how various kinds of work are done. It is sometimes surprising to discover how uncritical we are of the lessons we learn from this second type of education.

As we pass from one social status to another, we take on the pattern of the newer group, forgetting with surprising speed the things which we believed as members of the preceding group. For example, children live a distinct life of their own. They have interests and desires which are usually understood by other children, often shared by them, but which frequently tend to be more or less incomprehensible to adults. Thus children often find their adult associates to be unsympathetic and without understanding. They also find that adults aren't very consistent, and deny to children privileges which they demand for themselves. Children grow to dislike strongly grown people whom they believe to be unfair, or dishonest, and they resent favoritism which permits privileges to some children because they are cute or servile or likable, but withholds them from other children because they are dull or unattractive. Children fear and dislike people who are sarcastic to them. Sarcasm cuts so keenly that it cannot be openly repelled, but leaves smoldering resentment. Children admire frankness and honest confession of fault and particularly dislike the bluffer who tries to cover up an obvious mistake. No eyes could be more clear-sighted, no judgments more free from self-interest, no expectations more truly democratic than those of most children. They know whom they like and they know why they like them. They know whom they trust and why they are trustful, and equally they know whom they distrust and whom they dislike, and in some cases the feeling is bitter.

Yet as adolescents they pass into a new phase, and begin to find themselves in a new relationship to life. With amazing speed they forget the criteria which they as children applied to adulthood and begin in the most surprising way to ape the attitudes of the very adults whom they previously analyzed so keenly. The child who resented the hollow superiority of a vacant-minded adult may begin to deal with younger children with much that same superiority. The disciplines which they as children resented, as budding adults



they tend to impose on younger children. The lies which as children they saw through and resented, as young adults they themselves begin to tell to younger children. It is as if a curtain were suddenly drawn across the period of childhood beyond which adulthood was unable to penetrate, despite the recency of its own childhood.

It is hard on teachers and parents that this should be so. After all, if there is one thing needed on the part of those who deal with children, it is the ability to understand children. But the phenomenon is one which does not stop here. The teacher who recognizes and resents favoritism, injustice, lack of sympathy and understanding, and a domineering attitude upon the part of persons in a superior position -- such as principals, supervisors or inspectors -- has an amazing tendency to metamorphose into just that kind of supervisory official. Somehow or other, instead of recognizing these disliked tendencies as something to be avoided at all costs, and seeking to develop the opposite characteristics, the individual who most keenly resents such attitudes appears most likely to pay them the compliment of imitation, given the opportunity to do so.

There does not appear to be any sure correction for this unfortunate phenomenon. Christ expressed in simple terms the most likely antidote when He advised us to do unto others as we would have them do unto us. That was almost 2,000 years ago and his contribution was not unique, for Buddha, Mohammed and Confucius expressed a similar idea in slightly different phraseology. It might almost seem presumptuous to attempt again to express the idea in other words, except for the fact that in this simple form, it apparently has failed to convey its obvious meaning to many people. Yet it should be abundantly clear that if we hate someone because of an attitude or action which we believe to be unjust, others will resent similar actions upon our part. It would probably be a good idea for each of us to make note every time someone older than ourselves, or someone in a position of administrative or supervisory responsibility over us does something which we particularly dislike or resent, and then make a point to see to it that whatever else we do, we shan't be guilty of that particular fault ourselves.

To help in building a pattern of conduct for ourselves it may prove helpful to try to throw our own imaginations back into our youth, or our previous status, in an attempt to recall the emotional response with which we ourselves greeted certain kinds of action on the part of others.

We would probably be wiser in each instance, not to pattern our adulthood on the adults we find about us, but on the adults whom we as children loved, admired and respected. And as we climb up the ladder of increased responsibility in our job, pattern ourselves not after the hard-boiled task-master whom we as subordinates hated, but on the intelligent, understanding and sympathetic guides whose visits we welcomed, whose advice we found helpful, and upon whose understanding we could always count.

### 35 BIRD CARDS

We have received a large quantity of bird cards from Church & Dwight, Limited. These cards are about 2" x 3" and are in cellophane packets with 15 in a set. The birds are beautifully coloured and on the back of the card is a short description. Teachers will see the possibility of using these sets as attendance incentives by giving a card a week for a perfect record until the entire set has been gained by the student.

We have a sufficient stock to let each teacher have one set per two students enrolled. Those interested should write in directly to the Indian School Bulletin, Indian Affairs Branch, Department of Mines and Resources, Ottawa. (Do not use a stamp but place O H M S on the top right corner of the envelope). State the number of sets to which you are entitled.

## MISCELLANEOUS NEWS OF OUR INDIAN SCHOOLS

### Day School Attendance

The best attendance report received for the month of November was for the Mayo Indian Day School, situated at Mayo, Yukon. The teacher, Miss S. A. Dougall, reported 31 children enrolled and an average attendance of 98%. One student only was absent during the entire month - and he was away 5 days with chicken pox. Look at your atlas and find Mayo and you will realize the efforts put out by both teacher and pupils to attain such near perfect attendance in such an isolated community.

### Deaths of Reverend Dr. Alderwood and Canon House

The Indian School Administration of the Missionary Society of the Church of England in Canada administers the residential schools operated across Canada by the Anglican Church. On November 11 Dr. H. A. Alderwood, for many years Superintendent of the Indian School Administration, died suddenly while attending the Armistice service on Parliament Hill. His loss was mourned throughout many residential and day schools where Canon Alderwood had endeared himself to staff and pupils in the course of his inspection trips.

Early in December, it was announced that his temporary successor would be Canon J. W. House, for 17 years Principal of the Old Sun Residential School on the Blackfoot Reserve near Gleichen, Alberta. Canon House arrived to assume his new duties and after he had been in Ottawa but a few days, died in his sleep. His death came as a severe shock to all who knew him as he was only fifty years of age. His body has been sent to Gleichen, where it will be laid to rest among the Blackfoot Indians, whom he had loved and worked with so faithfully for so many years.



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